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IDENTIFIERS	*Competency Based Curriculum; DACUM Process

ABSTRACT

This curriculum was developed to assist instructors in planning and implementing a comprehensive, competency-based activities program to teach students skills for entry-level jobs as activities coordinators in nursing homes or extended-care facilities for older persons. The guide contains instructional units for each task listed on the job analysis chart developed through the Developing a Curriculum (DACUM) process. Each unit includes some or all of the following: introduction, conditions, task performance, safety requirements, reference materials, evaluation standards, and other materials. Units cover the following 16 tasks: examine effects of life-cycle issues, identify disease processes, address death and dying issues, establish interdepartmental coordination and communication, provide supervision, develop care plans, develop and implement activity programs, perform safety functions, implement individual handling techniques, operate special needs equipment, implement special therapeutic modalities, manage behavior, support nutritional requirements, address resident rights, establish and maintain community relations, and perform recordkeeping functions. (KC)

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ACTIVITIES COORDINATOR 1992

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A COMPETENCY-BASED CURRICULUM DESIGNED TO PREPARE STUDENTS FOR ENTRY-LEVEL EMPLOYMENT

Developed by:

Bureau of Applied Technology
and Adult Learning
Maine Department of Education

Vocational Curriculum
Resource Center of Maine

Maine Association of
Vocational Education
Administrators

CE063002

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FINAL DRAFT

March, 1992

This document is intended for use by the Activities Coordinators in Maine only for the purpose of testing and revising prior to final adoption and distribution of this curriculum in 1992-93.

INSTRUCTIONS TO ALL ACTIVITIES COORDINATORS

1. Please use this document in planning your classes during the 1992-93 school year.
2. Record all changes you would suggest including any revisions in spelling, terminology, references, tools, equipment, and materials.
3. The Activities Coordinators will be meeting in 1992-93 to make all the necessary revisions.

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Units To Be Developed: (TBD)
- Life Skill Development
- Basic Skill Development
- Entrepreneurship
- Career & Vocational Guidance
- Job Seeking Skills
- Occupational Health & Safety

Student Competency Profile

UNITS OF INSTRUCTION ..... Tabs A-P

Units "To Be Developed"(TBD)
Entry Level Tasks (*)
Computer Assisted Instruction Encouraged ■

A. EXAMINE EFFECTS OF LIFE CYCLE ISSUES

A-1*	Study/Observe Aging Process
A-2*	Address Stereotypes/Myths
A-3*	Address Individuals Past History/Environment
A-4*	Address Cultural/Ethnic Influences
A-5*	Address Human Sexuality
A-6*	Address Coping With Institutionalization

B. IDENTIFY DISEASE PROCESSES

B-1*	Identify Various Diseases
B-2	Review Diagnosis
B-3*	Address Effects Of Medications
B-4*	Observe Individual Resident Precautions
B-5*	Observe Individual & Staff Precautions
B-6	Monitor Disease Progression
B-7	Chart Disease Progression

C. ADDRESS DEATH & DYING ISSUES

C-1*	Identify Five Stages Of Dying
C-2*	Identify Legal & Moral Issues
C-3	Communicate Legal & Moral Issues
C-4*	Identify Support Groups
C-5	Utilize Support Groups

D. ESTABLISH/MAINTAIN INTERDEPARTMENTAL COORDINATION & COMMUNICATION

D-1*	Recognize Individual Department Roles
D-2	Plan/Participate In Meetings
D-3	Conduct/Participate In In-Service Training
D-4*	Utilize Bulletin Boards/Notices

E. PROVIDE SUPERVISION

E-1*	Comply With State/Federal Regulation
E-2*	Develop Department Policies/Procedure
E-3*	Recruit Staff
E-4	Orient Personnel
E-5	Train Personnel
E-6*	Prepare Schedules
E-7	Manage Budgets
E-8*	Purchase Equipment/Supplies/Materials
E-9*	Assign Duties
E-10*	Enforce Facility Policies/Procedures
E-11*	Manage Time
E-12*	Delegate Responsibility
E-13	Evaluate Personnel
E-14	Provide Staff Development/Education
E-15*	Participate in Professional Organizations

F. DEVELOP CARE PLANS

F-1*	Comply With Federal/State Regulations
F-2*	Conduct Chart Reviews
F-3*	Conduct Assessments
F-4*	Write Care Plan
F-5*	Participate In Multi-Disciplinary Meetings
F-6*	Document Individual Progress

G. DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

G-1*	Utilize Resources
G-2*	Develop Psychosocial Programs
G-3*	Develop Spiritual Programs
G-4*	Develop Physical Programs
G-5*	Develop Intellectual Program
G-6*	Provide Group Programs
G-7*	Provide Individual Programs
G-8*	Recognize/Celebrate Holidays & Spec. Occasions
G-9*	Provide For Community Outings
G-10*	Develop/Distribute Calendars

H. PERFORM SAFETY FUNCTIONS

H-1*	Practice Correct Body Mechanics
H-2*	Practice Infection Control
H-3*	Utilize Hygienic Practices
H-4*	Practice Fire Safety Procedures
H-5*	Utilize Fire Safety Equipment/Materials
H-6*	Identify Hazardous Materials
H-7*	Handle Hazardous Materials
H-8*	Perform Basic First Aid
H-9	Practice CPR
H-10*	Maintain Equipment

I. IMPLEMENT INDIVIDUAL HANDLING TECHNIQUES

I-1*	Handle Individual With Orthotic Devices
I-2*	Perform Individual Transfers
I-3*	Utilize Positioning Techniques
I-4*	Ambulate Individual

J. OPERATE SPECIAL NEEDS EQUIPMENT

J-1*	Utilize Sensory/Perceptual Devices
J-2*	Utilize Adaptive Devices/Techniques
J-3*	Utilize Wheel Chair
J-4*	Utilize Ambulating Devices
J-5*	Utilize Lifts

K. IMPLEMENT SPECIAL THERAPEUTIC MODALITIES

K-1*	Initiate Leisure Time Activities
K-2*	Utilize Motivational Techniques
K-3*	Utilize Elements of Expressive Arts Therapies
K-4*	Utilize Reality Orientation
K-5*	Utilize Validation Techniques

L. MANAGE BEHAVIOR

L-1*	Redirect Confused Individual
L-2*	Divert Combative Behavior
L-3*	Recommend Coping Techniques
L-4*	Understand Substance Abuse Individual
L-5*	Address Sexuality Issues

M. SUPPORT NUTRITIONAL REQUIREMENTS

M-1*	Support Doctor's Orders
M-2*	Practice Hygienic/Sanitary Methods
M-3*	Observe Individual Diet Restrictions
M-4*	Accommodate Individual Dietary Needs
M-5*	Monitor Food/Beverage Intake

N. ADDRESS RESIDENT/CLIENT RIGHTS (31 BY FED. REGULATIONS)

N-1*	Comply With Federal/State Regulations
N-2*	Inform Individual of Rights
N-3*	Enforce Resident Rights
N-4*	Provide Opportunities For An Individual To Exercise Choices

O. ESTABLISH/MAINTAIN COMMUNITY RELATIONS

O-1*	Coordinate Volunteer Services
O-2*	Organize Fund-Raising Activities
O-3*	Write Correspondence/Acknowledgements
O-4	Initiate Public Relations
O-5*	Disseminate Information
O-6*	Establish Media Contacts
O-7*	Write Newsletter
O-8*	Encourage Family Participation

P. PERFORM RECORDKEEPING FUNCTIONS

P-1*	Maintain Department Policies & Procedures
P-2*	Maintain Time Schedules
P-3*	Maintain Individual Participation Records
P-4*	Document Compliance With State & Fed. Regs.
P-5*	Writing Reports
P-6*	Implement Quality Assurance/Improvement
P-7*	Conduct Inventory Control

ACKNOWLEDGEMENTS

Appreciation is extended to the many individuals who contributed their time and expertise to the development of ACTIVITIES COORDINATOR

A special thank you goes to the following DACUM Committee members for their effort and insight in the development of this curriculum:

Bonnie Turner, CTRS	Bangor Mental Health Institute
Mrs. Ollie LaChappelle	So. Portland Nursing Home
Sharon Schulberger, ACC CTRS	The Barron Center
Sue Fleck	Bridgeton Health Care Center
Robin Gray	Field Crest Manor
Shirley Shannon	Brewer Convalescent Center
Bette Erbe	St. Joseph's Manor

FACILITATORS:

Jean Jones, Consultant
Health Occupations Education
Bureau of Applied Technology and Adult Learning

Appreciation goes to the Vocational Curriculum Resource Center of Maine for supplying resources and references utilized in the development of this curriculum.

John R. McKernan, Jr.
Governor

Leo G. Martin
Commissioner

DEPARTMENT OF EDUCATION
Telephone (207) 287-5800

October, 1992

This ACTIVITIES COORDINATOR curriculum was developed collaboratively by the Bureau of Applied Technology and Adult Learning, the Maine Association of Vocational Education Administrators, the Vocational Curriculum Resource Center of Maine, and Activities Coordinator Practitioners from throughout Maine.

It is the purpose of this publication to assist instructors in the development and implementation of a comprehensive, competency-based Activities Coordinator curriculum.

I would like to thank the representatives from the activities coordinator profession who provided technical assistance in the identification of the duties and tasks for the "ACTIVITIES COORDINATOR DACUM and CURRICULUM."

Sincerely,

Leo G. Martin
Commissioner

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INTRODUCTION

PROJECT HISTORY

The Bureau of Applied Technology and Adult Learning initiated a curriculum development project in 1988 in collaboration with vocational directors, teachers, industry professionals, and staff from the University of Southern Maine to develop a competency-based, industry-validated curriculum in each of the program areas offered at vocational centers and regions throughout Maine. This project has provided an opportunity for directors and teachers to expand their knowledge and skills related to the process of job task analysis and curriculum development.

The bureau and vocational directors selected the Developing A Curriculum (DACUM) model process to initiate curriculum development in vocational education in Maine. DACUM is an innovative approach to occupational analysis, which has proven to be an effective method of identifying the duties and tasks which must be performed by individuals employed within a specific occupational area.

The curriculum for each program area was written in competency-based terms by a team of teachers within the program area and provides a model for adaptation by the classroom instructor, which can be updated or personalized. The bureau and the vocational directors view curriculum development as an ongoing and essential component in the development of comprehensive, industry-validated, competency-based curricula.

VALIDATION PROCESS

The Job Analysis (DACUM chart) was developed by professionals from throughout the State of Maine. These professionals identified essential duties and tasks performed at the entry-level. (See attached DACUM chart.)

Once developed, the duty and task listing was distributed to secondary vocational education program advisory boards throughout Maine for validation. The purpose of this review was to correct any omissions or to delete unnecessary material.

OCCUPATIONAL OUTLOOK

In an effort to provide staff and students with current information concerning employment opportunities, the Maine Occupational Information Coordinating Committee developed specific occupational outlook units for inclusion in each competency-based curriculum. These units provide job descriptions, work environment descriptions, education and training requirements, skills and aptitude requirements, salary information and local, state, and national employment opportunities.

COMPUTER-ASSISTED INSTRUCTION

Utilization of computers is encouraged in all vocational curriculums. Numerous software packages are available to make computer-assisted instruction as easy as possible for the instructor and the student as well as relevant to their professional field.

USE OF THIS PUBLICATION

This publication contains instructional units for each task listed on the job analysis (DACUM Chart). These units include:

* Introduction
* Conditions
* Task Performance
* Safety Requirements
* Reference Materials
* Evaluation Standards
* Other

The instructor should study each unit carefully to determine the following:

1. Amount of material to be covered in each class period.
2. Skills to be demonstrated.
3. Supplemental materials that must be gathered or ordered (supplies, equipment, etc.)
4. Additional resources that could be brought in for presentation (guest speakers, resources, etc.)

The instructor may, and is encouraged to, add to this curriculum to better fit the needs of the student and the community.

KNOWLEDGE/ATTITUDES *

- Professional Ethics
- Health Career Issues
- Aging Concepts/Process
- Diagnostics
- Diseases
- Handicapped Conditions
- Medical Terminology
- Care Plans
- Medications
- Federal/State Regulations
- Resident Councils
- Food/Nutrition
- Professional Support Groups
- Standards/Expectations
- Empathy/Understanding *
- Patience *
- Flexibility *
- Self Motivation *
- Willingness To Retrain *
- Accept Criticism *
- Problem Solving
- Optimism *
- Human Growth/Development
- Institutional Living
- Prerequisites for A.C.
- Health Career Continuum
- Combative Behavior
- Confused Behavior
- Substance Abuse
- Death & Dying
- Budgets
- Mental Retardation
- Residents Rights
- Sexuality
- Health Care Definitions
- Special Therapy
- P.T./O.T./Speech Therapy
- Creativity *
- Group Dynamics
- Team Player *
- Employee/Employer Relations *
- Honesty *
- Grant/Grant Writing
- Communication Skills
- English/Grammar
- Reading/Writing
- Special/Diets
- Food Groups
- A.C. Qualifications
- Nine Aspects of Activities

* Attitudes

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: A EXAMINE EFFECTS OF LIFE CYCLE ISSUES

II. TASK: A-1 STUDY/OBSERVE AGING PROCESS

III. INTRODUCTION:

This unit provides a study in the aging process as it relates to the natural progression that begins at birth. This will include the discussion of physical, psychosocial and intellectual development with emphasis on later years.

IV. TASK PERFORMANCE:

Define aging.
Describe theories that explain aging.
Describe the general physical changes that occur with aging.
List some of the specific physical changes that take place in each body system.
Differentiate between physical and chronological changes.
Relate personality traits of the individual to the problems of adjusting emotionally to life changes.
Discuss age-related changes in intelligence, memory, and learning.
Describe reactions of the elderly to increased stress and adaptations that can be employed.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

VCR
Lab setting
Sample case studies

VII. REFERENCE MATERIALS:

Caldwell, Ester, Heigner, Barbara Nursing Assistant Delmar Pub. Albany, NY 1989.

Heigner, Barbara R, MSN, RN and Caldwell, Esther, MA PhD. Geriatrics A Study of Maturity Delmar Pub. Albany, NY 1991.

Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991.

Sorrentino, Sheila A. Mosby's Textbook For Nursing Assistants. C.U. Mosby, St. Louis, 1987.

VIII. STUDENT EVALUATION:

Objective testing
Role playing
Summary of interview of residents

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: A EXAMINE EFFECTS OF LIFE CYCLE ISSUES

II. TASK: A-2 ADDRESS STEREOTYPES/MYTHS

III. INTRODUCTION:

The unit provides instruction in stereotypes and myths as they relate to the aging process. The student will increase his/her knowledge regarding common misconceptions regarding the elderly.

IV. TASK PERFORMANCE:

Explain the difference between a myth and a stereotype.
Describe individual differences.
Discuss some of the more common stereotypes of aging.
Explain a common myth as it relates to the aging process.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

VCR equipment
Sample myths and stereotypes

VII. REFERENCE MATERIALS:

Caldwell, Ester, Hegner, Barbara Nursing Assistant Delmar Pub. Albany, NY 1989.

Hegner, Barbara R, MSN, RN and Caldwell, Esther, MA PhD. Geriatrics: A Study of Maturity Delmar Pub. Albany, NY 1991.

Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991.

Sorrentino, Sheila A. Mosby's Textbook For Nursing Assistants. C.U. Mosby, St. Louis, 1987.

VIII. STUDENT EVALUATION:

Role playing using specific roles.
Objective tests.
Evaluation of case studies.
Reports of interviews of residents.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: A EXAMINE EFFECTS OF LIFE CYCLE ISSUES

II. TASK: A-3 ADDRESS INDIVIDUALS PAST HISTORY/ENVIRONMENT

III. INTRODUCTION:

This unit provides instruction on the importance of the individual's past history and environment as it reflects on the type of facility selected for an individual.

IV. TASK PERFORMANCE:

Discuss the effect of the residents past history on his/her acceptance of the facility.
Discuss the need to match past history/environment of the individual with type, size, location of the facility.
Discuss types of facilities and alternatives.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Sample individual histories

VII. REFERENCE MATERIALS:

Caldwell, Ester, Hegner, Barbara Nursing Assistant Delmar Pub. Albany, NY 1989.

Hegne, Barbara R, MSN, RN and Caldwell, Esther, MA PhD. Geriatrics: A Study of Maturity Delmar Pub. Albany, NY 1991.

Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991.

Sorrentino, Sheila A. Mosby's Textbook For Nursing Assistants. C.U. Mosby, St. Louis, 1987.

VIII. STUDENT EVALUATION:

Objective test
Written assignments

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: A EXAMINE EFFECTS OF LIFE CYCLE ISSUES

II. TASK: A-4 ADDRESS CULTURAL/ETHNIC INFLUENCES

III. INTRODUCTION:

This unit provides instruction in identifying and emphasizing differences in various minority groups. The content will include values, beliefs, habits, likes, dislikes and customs related that may influence health beliefs and practices including the effect on the individuals behavior.

IV. TASK PERFORMANCE:

List characteristics associated with some ethnic groups.
Discuss the effects of differences in culture, language and historical experience, on the individual and on the health care worker.
Discuss different cultures emphasizing language, customs and beliefs.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Examples of cultural differences
Video equipment

VII. REFERENCE MATERIALS:

Caldwell, Ester, Hegner, Barbara Nursing Assistant Delmar Pub. Albany, NY 1989.

Hegne, Barbara R, MSN, RN and Caldwell, Esther, MA PhD. Geriatrics: A Study of Maturity Delmar Pub. Albany, NY 1991.

Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991.

Sorrentino, Sheila A. Mosby's Textbook For Nursing Assistants. C.U. Mosby, St. Louis, 1987.

VIII. STUDENT EVALUATION:

Objective tests
Role playing

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: A EXAMINE EFFECTS OF LIFE CYCLE ISSUES

II. TASK: A-5 ADDRESS HUMAN SEXUALITY

III. INTRODUCTION:

This unit provides study in human sexuality as it pertains to the aging process. Identifying sexuality as part of the intrigal human need.

IV. TASK PERFORMANCE:

Compare sensuality and sexuality.
Define terms related to human sexual expression.
Identify different expressions of human sexuality.
Describe physical changes affecting sexual response.
Discuss human sexuality in senescence.
Discuss opportunity for sexual expression in long-term care facilities.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

None

VII. REFERENCE MATERIALS:

Caldwell, Ester, Hegner, Barbara Nursing Assistant Delmar Pub. Albany, NY 1989.

Hegne, Barbara R, MSN, RN and Caldwell, Esther, MA PhD. Geriatrics: A Study of Maturity Delmar Pub. Albany, NY 1991.

Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991.

Sorrentino, Sheila A. Mosby's Textbook For Nursing Assistants. C.U. Mosby, St. Louis, 1987.

VIII. STUDENT EVALUATION:

Objective tests

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: A EXAMINE EFFECTS OF LIFE CYCLE ISSUES

II. TASK: A-6 ADDRESS COPING WITH INSTITUTIONALIZATION

III. INTRODUCTION:

This unit provides instruction in the effects of institutional care on the individual as it pertains to differences and strategies to decrease impending problems.

IV. TASK PERFORMANCE:

Describe the effects of institutional care on the individual.
Discuss the effects of institutional care on the family members.
Discuss the role of the health care worker acting as a liaison between the individual and family.
Discuss continuum of care and long term planning for individual.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

None

VII. REFERENCE MATERIALS:

Caldwell, Ester, Hegner, Barbara Nursing Assistant Delmar Pub. Albany, NY 1989.

Hegne, Barbara R, MSN, RN and Caldwell, Esther, MA PhD. Geriatrics: A Study of Maturity Delmar Pub. Albany, NY 1991.

Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991.

Sorrentino, Sheila A. Mosby's Textbook For Nursing Assistants. C.U. Mosby, St. Louis, 1987.

VIII. STUDENT EVALUATION:

Objective tests

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: B IDENTIFY DISEASE PROCESSES

II. TASK: B-1 IDENTIFY VARIOUS DISEASES

III. INTRODUCTION:

This unit provides an overview of diseases commonly associated with aging but not limited to the aged and/or chronically ill.

IV. TASK PERFORMANCE:

Identify common diseases, processes and their signs and symptoms that affect residents, such as: Congestive Heart Failure, Alzheimer's, Musculoskeletal Disease, Cancer, Depression, Alcohol Related Diseases, Alterations in Mental Processes.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

Book/Text on "Disease Processes"
Audio/Visual materials on disease processes
Hegner, B. & Caldwell, E. Geriatrics: A Study Of Maturity Delmar Publishers Inc., 1991

VIII. STUDENT EVALUATION:

Teacher-made test on the 10 most common diseases of residents.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: B IDENTIFY DISEASE PROCESSES

II. TASK: B-2 REVIEW DIAGNOSIS

III. INTRODUCTION:

This unit provides a review of diagnosises and its impact on the activity program.

IV. TASK PERFORMANCE:

Identify the impact the diagnosis may have in planning individual, resident activity program(s).
Discuss impact the diagnosis may have on level of participation in activity programming.
Identify sources of information on diagnosis and its effect on activity plan.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Sample individual medical record and sample care plan.
Copy of individual rights and activity requirements as mandated by State & Federal Regulations/Guidelines.

VII. REFERENCE MATERIALS:

State & Federal Guidelines/Regulations (Activities & Social Service sections.
Pam T. Saunders text "If it isn't written down, you didn't do it" M & H Publications Co., Inc., P.O. Box 268, La Grange, TX 78945-0268

VIII. STUDENT EVALUATION:

Student will profile the activity program of a given individual describing the needs and limitations and/or restrictions as related to diagnosis.
Teacher-made objective test.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: B IDENTIFY DISEASE PROCESSES

II. TASK: B-3 ADDRESS EFFECTS OF MEDICATIONS

III. INTRODUCTION:

This unit provides instruction of the effects that the most frequently used medications can have on the body and mind.

IV. TASK PERFORMANCE:

Utilize effectively the nursing staff as a resource for information about a residents' medication regime and its restrictions and precautions.
Identify most commonly used drugs and their effects related to the disease process.
Consult the appropriate persons in an unexpected medical situation.

V. SAFETY REQUIREMENTS:

Identify the appropriate person to handle medical situations.

VI. TOOLS & EQUIPMENT:

Call bell at bedside & handbells
Use of facility STAT procedures, form facility policy & procedure manual.

VII. REFERENCE MATERIALS:

Mosby - Drug Reference Book
Procedures/policies for facility
Resident service director or other licensed nurse. (Speaker)

VIII. STUDENT EVALUATION:

Given a common medication, the student can identify the implication, precaution & side effect.
Group discussion about Resident Profile/Case Study.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: B IDENTIFY DISEASE PROCESSES

II. TASK: B-4 OBSERVE INDIVIDUAL RESIDENT PRECAUTIONS
B-5 OBSERVE INDIVIDUAL & STAFF PRECAUTIONS

III. INTRODUCTION:

This unit will discuss disease processes and necessary precautions related to individual's specific needs and diagnosis. Resident and staff precautions will be explored when a disease process affects others around him/her.

IV. TASK PERFORMANCE:

Identify appropriate precautions based on disease process (relating to staff & individual).
Consult appropriate person for follow-up information on individual progress or condition.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

Institutional policy/procedure manual.
Drug reference book.
Guest speaker; licensed nurse, physician.
Audio visual aid.
Copy of universal precautions.

VIII. STUDENT EVALUATION:

Student will research the disease, observe individual(s) in activities involvement and identify precautions to be taken. (Resident Profile/Case Study).
Use of video tapes (sample/roleplay).
Teacher-made objective test.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: B IDENTIFY DISEASE PROCESSES

II. TASK: B-6 MONITOR DISEASE PROGRESSION

III. INTRODUCTION:

This unit will provide the information necessary to monitor and document the progress of diseases.

IV. TASK PERFORMANCE:

Identify progressive deterioration as related to individual's disease process.
Develop alternative activity programs/devices.
Describe the process used to record the observations and recommendations.
Report to appropriate person.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

Medical Record/Sample
Textbook on disease processes
Medical professional speakers: Resident Service Director, Licensed Nurse
Hegner, Barbara & Caldwell, Esther. Geriatrics Delmar Pub. 1991.

VIII. STUDENT EVALUATION:

Audio/visual aids.
Student to generate and record alternative activity programs.
Case study/sample.
Hands-on/roleplaying devices and alternative activities.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: B IDENTIFY DISEASE PROCESSES

II. TASK: B-7 CHART DISEASE PROGRESSION

III. INTRODUCTION:

This unit provides information on medical terminology.

IV. TASK PERFORMANCE:

Describe appropriate medical terminology in written or verbal communication.
Record the disease progression of a given individual as related to the activities programming.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Medical Record/Sample
Hand-out(s) on medical terminology

VII. REFERENCE MATERIALS:

Programmed (computer disc) instruction on medical terminology.
Textbook/handout on medical terminology.
Textbook/handout on diseases.

VIII. STUDENT EVALUATION:

Teacher made test

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: C ADDRESS DEATH & DYING ISSUES

II. TASK: C-1 IDENTIFY FIVE STAGES OF DYING

III. INTRODUCTION:

This unit provides information in identifying individual stages of dying and skills needed to deal effectively with individual issues.

IV. TASK PERFORMANCE:

Identify the stages of dying.
Recognize and describe issues associated with each stage.
Outline the process for providing spiritual support for the individual based on preference.
List various needs of the dying individual.

V. SAFETY REQUIREMENTS:

None

VI. TOOLS & EQUIPMENT:

None

VII. REFERENCE MATERIALS:

Kubuler-Ross: Death & Dying

VIII. STUDENT EVALUATION:

Evaluated by written examination
Videotape presentation (optional)
Case study (optional)

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: C ADDRESS DEATH & DYING ISSUES

II. TASK: C-2 IDENTIFY LEGAL & MORAL ISSUES

III. INTRODUCTION:

This unit provides information on moral/legal issues of death and dying and its potential impact on activity programming.

IV. TASK PERFORMANCE:

Recognize legal and moral issues as they arise.
Define the following: living will, mortuary trust, no code, do not resuscitate, death with dignity, facility policies surrounding legal/moral issues.
Describe impact of legal and moral issues on individual activity plan.

V. SAFETY REQUIREMENTS:

None

VI. TOOLS & EQUIPMENT:

Resident medical records

VII. REFERENCE MATERIALS:

Kubler-Ross: Death & Dying

VIII. STUDENT EVALUATION:

Teacher made test
Case studies

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: C ADDRESS DEATH & DYING ISSUES

II. TASK: C-3 COMMUNICATE LEGAL & MORAL ISSUES

III. INTRODUCTION:

Using the information given in the previous unit, the student will now learn how and where to address moral and legal issues within a health care organization.

IV. TASK PERFORMANCE:

Direct his/her concerns to a person with appropriate expertise and responsibility.
Discuss relationship between individual confidentiality and moral/legal issues.
Explain function of facility policy as a guideline in these areas.

V. SAFETY REQUIREMENTS:

None

VI. TOOLS & EQUIPMENT:

None

VII. REFERENCE MATERIALS:

None

VIII. STUDENT EVALUATION:

Teacher made test
Case studies (optional)

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: C ADDRESS DEATH & DYING ISSUES

II. TASK: C-4 IDENTIFY SUPPORT GROUPS

III. INTRODUCTION:

Student will learn about community resources for dying individuals. Focus will be on developing student ability to create community resource list.

IV. TASK PERFORMANCE:

Create a list of community resources in his/her geographic area.
Describe various services provided by available resources.
Outline a methodology to be used in researching community resources.

V. SAFETY REQUIREMENTS:

None

VI. TOOLS & EQUIPMENT:

Telephone
Telephone book

VII. REFERENCE MATERIALS:

Telephone book

VIII. STUDENT EVALUATION:

Creating a resource directory for dying residents which includes descriptions of services.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: C ADDRESS DEATH & DYING ISSUES

II. TASK: C-5 UTILIZE SUPPORT GROUPS

III. INTRODUCTION:

Student will learn purpose and use of support groups.

IV. TASK PERFORMANCE:

Develop activity plan for a dying individual incorporating community resources/support group.
Outline process for contacting support groups.

V. SAFETY REQUIREMENTS:

None

VI. TOOLS & EQUIPMENT:

None

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Student will develop and defend activity plan for dying individual.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: D ESTABLISH/MAINTAIN INTERDEPARTMENTAL COORDINATION & COMMUNICATION

II. TASK: D-1 RECOGNIZE INDIVIDUAL DEPARTMENT ROLES

III. INTRODUCTION:

This unit identifies the importance and difference between individual department roles and communication pertaining to the program of planned activities.

IV. TASK PERFORMANCE:

Establish rapport with other departments.
Participate in team concept.
Consult, supervise and schedule events in the facility, in a timely manner, so that all departments are working "as one".
Evaluate programming via individual tasks and assignments prior to and after planned activity, (using both external and internal evaluations.)

V. SAFETY REQUIREMENTS:

Check with all departments for input and identification of areas of concern.

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

Individual facility policy and procedure manuals relating to appropriate department in activity programming and planning for group and individual needs.

VIII. STUDENT EVALUATION:

Teacher made quiz.
Role playing, identifying specific needs of each department in conjunction with a planned activity; relating to individual need.
Student planning & coordinating an activity in the classroom or facility with an evaluation/explanation accompanying.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: D ESTABLISH/MAINTAIN INTERDEPARTMENTAL COORDINATION & COMMUNICATION

II. TASK: D-2 PLAN/PARTICIPATE IN MEETINGS
D-3 CONDUCT/PARTICIPATE IN IN-SERVICE TRAINING

III. INTRODUCTION:

This unit provides instruction in identifying when to call a meeting and how to conduct a meeting effectively.

IV. TASK PERFORMANCE:

Plan a meeting or in-service.
Develop good listening techniques.
Discuss group dynamics.
Develop an agenda.
Discuss developing group consensus.
Discuss techniques for facilitating groups.
Discuss facility policy required in-service.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

Robert Rules

VIII. STUDENT EVALUATION:

Write a meeting agenda/in-service outline or written test.
Roleplay

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: D ESTABLISH/MAINTAIN INTERDEPARTMENTAL COORDINATION & COMMUNICATION

II. TASK: D-4 UTILIZE BULLETIN BOARDS/NOTICES

III. INTRODUCTION:

This unit will identify the importance of utilizing bulletin boards and use of notices to maintain & encourage interdepartmental coordination and communication, in a timely manner.

IV. TASK PERFORMANCE:

Identify the importance of bulletin boards and notices.
Prepare and draft notices and memos pertinent to activity and other departments.
Initiate, maintain or increase open-communication via this mode.
Utilize materials and tools necessary for individual facility.
Prepare notices/memos in a timely manner.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Bulletin board/supplies, such as staples, tacks, paper, etc.
Typewriter or as individual facility mandates.

VII. REFERENCE MATERIALS:

Sample announcements/memos

VIII. STUDENT EVALUATION:

Assignment to develop notices/memos and place on sample bulletin board.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-1 COMPLY WITH STATE/FEDERAL REGULATIONS

III. INTRODUCTION:

This unit provides instruction and review of the federal and state regulations (OBRA & DHS) with emphasis and focus on activities utilizing appropriate materials.

IV. TASK PERFORMANCE:

Identify the use of federal and state regulations governing activities in long term care facilities.
Discuss the materials, forms, and documents required of federal and state regulations
1. MDS+ (comprehensive assessment) note: (+, meaning plus)
2. Attendance forms
3. Certification and educational requirements.

Identify levels of staffing, program hours, and available types of programs.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Federal guidelines for long term care facilities (OBRA)
State guidelines for long term care facilities (Chapter 15)
Samples of documents, forms, and materials needed such as attendance sheets, Comprehensive assessment MDS+ (+, meaning plus)

VII. REFERENCE MATERIALS:

Federal guidelines for long term care facilities OBRA
Interpretive guidelines
State guidelines for long term care facilities

VIII. STUDENT EVALUATION:

Objective tests

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-2 DEVELOP DEPARTMENT POLICIES/PROCEDURES

III. INTRODUCTION:

This unit provides instruction in the differences between policy and procedure utilizing appropriate materials.

IV. TASK PERFORMANCE:

Describe the differences between policies and procedures. Develop simple, straight forward policies and procedures.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

Sample of a policy and procedure book

VIII. STUDENT EVALUATION:

Write a policy and a procedure.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-3 RECRUIT STAFF

III. INTRODUCTION:

This unit provides instruction in developing basic administrative/supervisory skills in recruiting staff utilizing appropriate materials.

IV. TASK PERFORMANCE:

Write job descriptions.
Demonstrate and discuss affirmative action.
Demonstrate the knowledge of and discuss handicap rights bill.
Demonstrate the ability to advertise and post a position "Bonifide job qualification".
Cost of advertising
Demonstrate the skills necessary to participate in the interview process FAIR LABOR STANDARDS ACT and other Legal issues.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Fair Labor Standards Act.

VIII. STUDENT EVALUATION:

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-4 ORIENT PERSONNEL

III. INTRODUCTION:

This unit will provide instruction and direction in orientating personnel, ensuring that they function in an efficient, productive, meaningful manner, in the shortest amount of time. Such program will include, time sheets, telephone skills, policies, procedures, schedules, and programs.

IV. TASK PERFORMANCE:

Identify the steps involved in orientating a new activity person, according to facility/department policy & procedure.
Identify the desired outcomes of the orientation program.
Monitor the job performance throughout the probation period.
Evaluate employee in a timely manner.

V. SAFETY REQUIREMENTS:

Demonstrate knowledge of all facility/department policies/procedures regarding safety (ie. fire, hazardous materials, equipment.

VI. TOOLS & EQUIPMENT:

Knowledge of types of safety equipment used in long term care facilities.

VII. REFERENCE MATERIALS:

Facility/department policy and procedure manual in-services offered.

VIII. STUDENT EVALUATION:

Objective test
Demonstrate ability performance of selected task.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-5 TRAIN PERSONNEL

III. INTRODUCTION:

This unit will provide instruction in the methods that are most commonly used in educating individuals to perform necessary duties in long term care facilities.

IV. TASK PERFORMANCE:

Demonstrate the knowledge of techniques involved in educating individuals to perform job related tasks.

V. SAFETY REQUIREMENTS:

Policies and procedures of facilities as they relate to each task/duty/responsibility.

VI. TOOLS & EQUIPMENT:

Lab setting

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Written evaluation

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-6 PREPARE SCHEDULES

III. INTRODUCTION:

This unit will provide instruction in coordinating (staff) working schedules with the activity calendar as mandated by the Federal & State regulations.

IV. TASK PERFORMANCE:

Coordinate staff working hours with activity calendar which reflects needs and interests of the majority of long term care individuals.
Demonstrate the knowledge of state & federal labor laws. (Employee rights)

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Activity calendar

VII. REFERENCE MATERIALS:

Copy of labor laws

VIII. STUDENT EVALUATION:

Sample of activity calendar
Employee work schedule

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-7 MANAGE BUDGETS

III. INTRODUCTION:

This unit will provide instruction in developing and adhering to a budget which conforms to facility guidelines.

IV. TASK PERFORMANCE:

Demonstrate the ability to develop a budget according to financial parameters.
Develop a budget for a specific activity to include supplies, materials, fees, equipment, etc.
Complete financial accountability records/forms.
Establish priorities for spending.
Demonstrate basic knowledge of budget terminology.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Samples of various recordkeeping books.

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Project
Objective tests

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-8 PURCHASE EQUIPMENT/SUPPLIES/MATERIALS

III. INTRODUCTION:

This unit will provide instruction in purchasing equipment/supplies and materials necessary for an activity program.

IV. TASK PERFORMANCE:

Demonstrate the knowledge of budget procedures and limitations.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Objective test

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-9 ASSIGN DUTIES

III. INTRODUCTION:

This unit will provide instruction on developing/assigning specific tasks to staff/volunteers.

IV. TASK PERFORMANCE:

Demonstrate knowledge of appropriately assigning specific tasks to staff/volunteers.
Discuss tasks with person assigned.
Utilize skills in matching program needs to available staff/volunteer needs and interests.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Activity calendar
Staff working schedule
Schedule of volunteer hours

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Making a task list matching duties to volunteers and staff.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-10 ENFORCE FACILITY POLICIES/PROCEDURES

III. INTRODUCTION:

This unit will provide instructions in enforcing facility policy and procedure.

IV. TASK PERFORMANCE:

Understand disciplinary procedure.
Demonstrate knowledge of the importance of facility policy and procedure and the need for enforcing rules.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

Policy and procedure manual.

VIII. STUDENT EVALUATION:

A project/writing an activity procedure.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-11 MANAGE TIME

III. INTRODUCTION:

This unit will provide information on managing time.

IV. TASK PERFORMANCE:

Identify the principles of time management.
Demonstrate the ability to effectively manage.
Demonstrate the techniques of time management.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Integrate the activity calendar with daily work schedule for one week.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-12 DELEGATE RESPONSIBILITY

III. INTRODUCTION:

This unit will provide information on delegating responsibilities.

IV. TASK PERFORMANCE:

Discuss the importance of delegating responsibilities in activities.
Identify the reasons for delegating responsibilities and techniques for follow-up.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Objective test

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-13 EVALUATE PERSONNEL

III. INTRODUCTION:

This unit will provide instruction in evaluating personnel, according to the duties and tasks associated with specific job responsibilities.

IV. TASK PERFORMANCE:

Maintain record(s) of performance to include such areas as: attendance, morale, peer interaction, self improvement, compliance with policies and procedures.
Identify areas of strengths and concerns.
Utilize resources available for supervision.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-14 PROVIDE STAFF DEVELOPMENT/EDUCATION

III. INTRODUCTION:

This unit will provide instruction in the importance of staff development/education as well as staff retention and motivation techniques.

IV. TASK PERFORMANCE:

Identify the characteristics of a comprehensive staff development program.
Identify priorities in staff development and education/career opportunities.
Identify available resources.
Identify career growth opportunities and motivation techniques.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Objective testing
Individualize student project(s)

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: E PROVIDE SUPERVISION

II. TASK: E-15 PARTICIPATE IN PROFESSIONAL ORGANIZATIONS

III. INTRODUCTION:

This unit will provide instruction in the importance of participating in professional organizations.

IV. TASK PERFORMANCE:

Identify various professional organizations that are available.
Identify resources within professional organization that will benefit the activity coordinator and/or the facility and its residents.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

N/A

VII. REFERENCE MATERIALS:

NTRS Therapies, etc.
NCAAP

VIII. STUDENT EVALUATION:

Review

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: F DEVELOP CARE PLANS

II. TASK: F-1 COMPLY WITH STATE/FEDERAL REGULATIONS

III. INTRODUCTION:

This unit provides information in the identification of State and Federal guidelines/regulations for the development of care plans.

IV. TASK PERFORMANCE:

Describe how State/Federal guidelines and regulations are used in the development of care plans.
Retrieve information from facility policy & procedures manual.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Copies of State & Federal guidelines/regulations for nursing home (activities/social service sections).

VII. REFERENCE MATERIALS:

Department of Human Services Handouts of activities & social services sections.
Individual facilities policy & procedure manual.

VIII. STUDENT EVALUATION:

Group discussion of State & Federal guidelines/regulations.
Teacher-made quiz.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: F DEVELOP CARE PLANS

II. TASK: F-2 CONDUCT CHART REVIEWS
F-3 CONDUCT ASSESSMENTS
F-4 WRITE CARE PLAN

III. INTRODUCTION:

This unit will provide the student with instruction of chart review process, and compiling data for writing care plans.

IV. TASK PERFORMANCE:

Identify individual needs; past & present.
Compile personal & medical data in a residents chart; past & present history.
Interview the individual & other support persons related to or socially familiar with individual for additional information.
Assess the above data and write a care plan.
Identify the components of a care plan (problem(s), goal(s) & approach(s)).
Develop a care plan and progress notes adhering to Legal document methods; i.e. in ink, dated & signed.
Identify the essential components of an initial assessment.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Facility assessment tool (form or procedure).
Resident medical chart.
Facility activity progress note, plan of care form.

VII. REFERENCE MATERIALS:

Samples of blank activity assessment, progress note & plan of care forms.
Brigg's forms: Activities Professionals Resource Catalog
Maine Health Care Association
303 State Street
Augusta, ME 04330

VIII. STUDENT EVALUATION:

Roleplay - live and/or video demonstrations.
Resident Profile/Case Study
Teacher-made exam using profiles/case studies (fictitious individual & information).

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: F DEVELOP CARE PLANS

II. TASK: F-5 PARTICIPATE IN MULTI-DISCIPLINARY MEETINGS
F-6 DOCUMENT INDIVIDUAL PROGRESS

III. INTRODUCTION:

This unit will provide the student with information on participation in multi-disciplinary meetings and compiling needed information for documenting individual progress.

IV. TASK PERFORMANCE:

Discuss/describe/understand the need for multi-disciplinary team meetings and actively participate.
Interpret individual information and chart individual progress.

V. SAFETY REQUIREMENTS:

N/A

VI. TOOLS & EQUIPMENT:

Facility sample blank forms multi-disciplinary plan of care and activities progress notes.

VII. REFERENCE MATERIALS:

Sample blank forms
Briggs forms
Book by Pam T. Saunders: "If it wasn't written down, it wasn't done" M & H Publishing Co., Inc.

VIII. STUDENT EVALUATION:

Roleplay - live and/or video.
Resident profile/case study.
Teacher-made test using fictitious individual & information.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: G DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

II. TASK: G-1 UTILIZE RESOURCES

III. INTRODUCTION:

The focus of this unit is to enable the student to discover and use resources in program development.

IV. TASK PERFORMANCE:

Identify resources within the facility for program development.
Identify individuals, groups and agencies in the community who can assist in programming.
Identify/access existing networks, develop new networks.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Phone book
List of agencies
Newspapers

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Student project-directory of resources.
Teacher made test.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: G DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

II. TASK: G-2 DEVELOP PSYCHOSOCIAL PROGRAMS

III. INTRODUCTION:

This unit will review psychosocial programs.

IV. TASK PERFORMANCE:

Identify psychosocial needs of individual.
Describe psychosocial programs as to title, content and purpose.
Plan and implement a psychosocial program.
Identify psychosocial needs of one individual, incorporate psychosocial planning into care plan.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Teacher made test.
Student project of care plan development.
Student project in planning and implementing a psychosocial program.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: G DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

II. TASK: G-3 DEVELOP SPIRITUAL PROGRAMS

III. INTRODUCTION:

This unit will explore spiritual needs and develop programming.

IV. TASK PERFORMANCE:

Identify major religions in area and know the customs.
Identify groups who can provide spiritual programs.
Determine individual religious preference.
Determine spiritual needs of individual.
Design spiritual programs to meet individual needs.
Evaluate importance of various spiritual programs to individual population.
Design individual activity plan and program to meet specific spiritual needs.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Directory of churches
Resource directory

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Teacher-made test.
Student project identifying and planning for spiritual needs-care plan.
Student project in arranging for spiritual programs.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: G DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

II. TASK: G-4 DEVELOP PHYSICAL PROGRAMS

III. INTRODUCTION:

This unit will cover the use and importance of physical activities. It will also focus on activity modification, planning and implementation.

IV. TASK PERFORMANCE:

Define physical activities.
Outline types of activities.
Identify benefits of physical activity.
Modify physical programs for individual population.
Incorporate physical activity programs into care plans.
Develop and implement physical activity programs.
Interpret Doctor's orders regarding individual's limitations.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Exercise or game equipment
Large space

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Teacher-made test.
Student project involving development and implementation of physical activity.
Student care plan project.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: G DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

II. TASK: G-5 DEVELOP INTELLECTUAL PROGRAM

III. INTRODUCTION:

In this unit, the student will learn to address the intellectual aspect of activities.

IV. TASK PERFORMANCE:

Describe concept and usefulness of intellectual stimulation.
Describe variety of intellectual programs.
Assess individual for appropriateness of intellectual programs.
Incorporate intellectual programming into care plan.
Develop, plan and evaluate intellectual programs.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Newspapers

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Teacher-made test.
Student project to design and implement intellectual program.
Student project to write care plan to include intellectual programming.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: G DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

II. TASK: G-6 PROVIDE GROUP PROGRAMS

III. INTRODUCTION:

In this unit, the concept and possible benefits of group programs will be explored. Development and implementation of group programs will be discussed.

IV. TASK PERFORMANCE:

Identify group selection.
Identify types of groups.
List benefits of group programs.
Identify and discuss group dynamics.
Outline process for handling/managing groups, including disruptive behavior in group activity.
Discuss role of facilitator.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Teacher-made test.
Student project involving running a group program.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: G DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

II. TASK: G-7 PROVIDE INDIVIDUAL PROGRAMS

III. INTRODUCTION:

In this unit the student will be taught how to plan for specific individual needs and incorporation into the care plan.

IV. TASK PERFORMANCE:

Identify and define individual programming needs.
Develop care plan reflecting individual need and program.
Discuss reasons for individual programs.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Development of a care plan reflecting individual needs.
Teacher-made test.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: G DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

II. TASK: G-8 RECOGNIZE/CELEBRATE HOLIDAYS & SPECIAL OCCASIONS

III. INTRODUCTION:

This unit will emphasize the importance of observing holidays and special occasions.

IV. TASK PERFORMANCE:

Identify benefits to individual population of holiday celebration.
Identify holidays and activities for each.
Outline a process for determining important holidays for individual population.
Discuss the importance of traditions and how to develop within the facility.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Calendar from American Health Care Assoc. Anderson's Calendar Chases Calendar of Events

VIII. STUDENT EVALUATION:

Teacher-made test.
Student project of planning for one holiday in the year.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: G DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

II. TASK: G-9 PROVIDE FOR COMMUNITY OUTINGS

III. INTRODUCTION:

In this unit, methods for developing community outings will be explored.

IV. TASK PERFORMANCE:

Discuss facility policy and procedure.
Plan and implement a community outing.
Identifying legal considerations.
Check LOA and DNR orders in chart.
Identify potential areas for outings.
Arrange transportation for outings.
Discuss benefits and importance of outings.
Assess handicapped accessibility.

V. SAFETY REQUIREMENTS:

Transportation Safety

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Teacher-made test.
Project to develop and implement one outing.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: G DEVELOP & IMPLEMENT CLIENT PROGRAMS

II. TASK: G-10 DEVELOP/DISTRIBUTE CALENDARS

III. INTRODUCTION:

This unit will provide instruction in creating a comprehensive plan to meet the needs and desires of the facility population in accordance with state and federal regulations.

IV. TASK PERFORMANCE:

Develop a calendar of activities that meets the needs and desires of the individuals in the facility according to state and federal guidelines.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Student project involving development of monthly activity calendar.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: H PERFORM SAFETY FUNCTIONS

II. TASK: H-1 PRACTICE CORRECT BODY MECHANICS (REFER TO I-2)

III. INTRODUCTION:

In this unit, the student will learn correct body mechanics.

IV. TASK PERFORMANCE:

Define "body mechanics".
Identify the importance of body mechanics.
List the ten Commandments of Body Mechanics" and principles.
List the checkpoints for good body mechanics.
Demonstrate proper lifting techniques.
Perform proper transfer techniques for bed to chair, chair to chair.
Lift, hold, or move an object/individual using good body mechanics.

V. SAFETY REQUIREMENTS:

Demonstrate proper transfer techniques.
Utilize proper body mechanics.

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991.

Ten Commandments of Body Mechanics

VIII. STUDENT EVALUATION:

Demonstrate proper body mechanics in a variety of lifts/transfers through role play.
Objective testing.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: H PERFORM SAFETY FUNCTIONS

II. TASK: H-2 PRACTICE INFECTION CONTROL

III. INTRODUCTION:

This unit provides instruction in practicing infection control.

IV. TASK PERFORMANCE:

Demonstrate handwashing technique.
Discuss and define principles of infection control as they relate to activity programs.
List ways in which microorganisms spread.
Describe types and uses of isolation precautions.
Demonstrate ability to use isolation technique.
List activity programs for use in isolation.
Recognize existence and responsibilities of Infection Control Committee.
Describe universal precaution.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Running water
Soap (liquid)
Paper towels
Trash can
Lotion
Waterless antiseptic handwash
Gloves
Mask
Gown

VII. REFERENCE MATERIALS:

Infection Control Program: Policy & Procedure Manual National Health Publishing
Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991.
Universal Precautions
Medcom: "Infection Control" (audio visual)

VIII. STUDENT EVALUATION:

Written test
Demonstration of glove, gown, and mask techniques.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: H PERFORM SAFETY FUNCTIONS

II. TASK: H-3 UTILIZE HYGIENIC PRACTICES

III. INTRODUCTION:

At the completion of this chapter, the student will be able to identify and discuss appropriate hygienic practices.

IV. TASK PERFORMANCE:

Identify how to establish and maintain good health practices.
Define "personal hygiene".
State general nursing home standards of cleanliness and sanitation.
Identify facility policies and procedures for illness on the job and injury on the job.

V. SAFETY REQUIREMENTS:

Use good infection control techniques.

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991.

VIII. STUDENT EVALUATION:

Observation of dress and personal health/hygienic practices.
Objective testing
Oral discussion

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: H PERFORM SAFETY FUNCTIONS

II. TASK: H-4 PRACTICE FIRE SAFETY PROCEDURES

III. INTRODUCTION:

This unit provides instruction in the identification of the types of fire, how to identify the fire safety plan in a facility, the correct use of fire extinguishers and methods of safe evacuation.

IV. TASK PERFORMANCE:

Identify the types of fires.
List the steps to take when identifying a fire or internal disaster.
Outline the two types of evacuation: Partial (horizontal, vertical) and Complete.
Identify the components of a fire.
Discuss the needs for an evacuation plan.
Identify the other types of internal disasters.
Identify appropriate behavior during a fire.
Discuss facility policy and procedures.
Demonstrate evacuation techniques.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Bed
Blankets
Types of extinguishers

VII. REFERENCE MATERIALS:

Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991.
NFPA
Life Safety Code

VIII. STUDENT EVALUATION:

Appropriate response in a fire drill
Written test
Demonstrate evacuation techniques

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: H PERFORM SAFETY FUNCTIONS

II. TASK: H-5 UTILIZE FIRE SAFETY EQUIPMENT/MATERIALS

III. INTRODUCTION:

This unit provides instruction in the types of fire extinguishers, their specific uses and how to operate the extinguishers.

IV. TASK PERFORMANCE:

Recognize the three basic types of fire extinguishers.
Identify the correct type of extinguisher for each type of fire.
Demonstrate the correct use of an extinguisher.

V. SAFETY REQUIREMENTS:

Demonstrate fire safety measures.

VI. TOOLS & EQUIPMENT:

Class A, B and C fire extinguishers or combination extinguishers.
Outdoor area in which to light a practice fire.
Metal trash can, matches, combustible material.

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Written test
Demonstrate appropriate use of extinguishers

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: H PERFORM SAFETY FUNCTIONS

II. TASK: H-6 IDENTIFY HAZARDOUS MATERIALS

III. INTRODUCTION:

In this unit, the student will receive instruction in identifying types of hazardous materials he/she may come in contact with and understand the intention of OSHA.

IV. TASK PERFORMANCE:

Identify the OSHA regulations (Occupational Safety and Health Administration).
Identify an MSDS (Material Safety Data Sheets) and the information it supplies (how to read).
Identify where to locate a list of hazardous materials.
Identify the correct labeling of hazardous materials.
List the chemical and physical properties of hazardous materials and the methods that can be used to detect the presence or release of chemicals.
List the physical hazards of chemicals.
List the health hazards, including signs and symptoms of exposure, associated with exposure to chemicals and any medical condition known to be aggravated by exposure and the chemical.

V. SAFETY REQUIREMENTS:

Demonstrate ability to read an MSDS.

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

OSHA Manual (1979)
Bureau of Labor Standards, State of Maine

VIII. STUDENT EVALUATION:

Relate information on MSDS form.
Written test
Oral report on correct procedures for a specific hazardous material.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: H PERFORM SAFETY FUNCTIONS

II. TASK: H-7 HANDLE HAZARDOUS MATERIALS

III. INTRODUCTION:

In this unit, instruction will be provided in the correct storage, handling and clean up of hazardous materials used routinely in an activity program.

IV. TASK PERFORMANCE:

Identify facility policy on hazardous material.
Discuss correct storage of materials.
Discuss correct handling of materials to protect against hazards including personal protective equipment required, proper use and maintenance, work practices or methods to assure proper use and handling.
Identify procedures for emergency response.
Discuss proper labeling of materials.
Provide training to staff and volunteers in safe storage and use of materials.

V. SAFETY REQUIREMENTS:

Demonstrate use of the OSHA written communication program.
Identify appropriate procedures for handling hazardous materials.

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Hazard Communication: A Compliance Kit U.S. Dept. of Labor, Occupational Safety and Health Administration (OSHA 3104)

VIII. STUDENT EVALUATION:

Written test

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: H PERFORM SAFETY FUNCTIONS

II. TASK: H-8 PERFORM BASIC FIRST AID

III. INTRODUCTION:

This unit will focus on first aid procedures for shock, heart attack, stroke, burns, falls, poisoning, bleeding and seizures. Identification of problem will be explained. Also, proper use of accident form will be reviewed.

IV. TASK PERFORMANCE:

Identify types of injuries and identify appropriate person to report them to.
Demonstrate how to fill out an accident/incident report.
Demonstrate first aid procedure for bleeding, seizures, burns, shock, heart attack (CPR) and falls.
Recognize/discuss facility policy & procedure.

V. SAFETY REQUIREMENTS:

Appropriate clothing.

VI. TOOLS & EQUIPMENT:

First aid supplies
First aid victims for roleplay
CPR equipment and doll

VII. REFERENCE MATERIALS:

Schneidman, Rose; Lambert, Susan; Wander, Barbara. Being A Nursing Assistant Brady Co. Englewood Cliffs, NJ, 1991. Englewood Cliffs NJ. p.69-81
American Red Cross: First Aid Manual

VIII. STUDENT EVALUATION:

Student demonstration of proper first aid techniques.
Teacher made test
*Optional: student certification in CPR

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: H PERFORM SAFETY FUNCTIONS
IDENTIFY MEDICAL EMERGENCIES

II. TASK: H-9 PRACTICE CPR

III. INTRODUCTION:

Upon completion of this section, the student will be familiar with major medical emergencies and relay information according to facility policy.

IV. TASK PERFORMANCE:

Identify ways to reduce the risk of dying from a heart attack.
Recognize the signals of a heart attack.
Provide first aid for choking and other breathing emergencies according to facility policy.
Outline process for utilization of communities emergency medical services system effectively.

V. SAFETY REQUIREMENTS:

Utilize good body mechanics.
Perform safe individual transfers
Practice infection control
Utilize hygienic practices

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Staff and materials from American Red Cross and American Heart Association

VIII. STUDENT EVALUATION:

Written test

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: H PERFORM SAFETY FUNCTIONS

II. TASK: H-10 MAINTAIN EQUIPMENT

III. INTRODUCTION:

This unit will address the issues of maintaining equipment used in the activity department, such as VCR, TV, microphone(s), radios, talking books apparatus, cooking equipment, CD & cassette players and music equipment.

IV. TASK PERFORMANCE:

Identify frayed cords, broken knobs/dials and damaged equipment.
Contact the appropriate person for repairs.
Conduct a price check-comparison for replacement of obsolete or new equipment.
Investigate catalogs, local merchants/salespeople to recommend repairs or replacement of obsolete or new equipment.

V. SAFETY REQUIREMENTS:

Contact the appropriate person(s) and/or product manuals for usage/repair of equipment.

VI. TOOLS & EQUIPMENT:

Per facility work or purchase order form.

VII. REFERENCE MATERIALS:

Individual facility policy & procedure manual.

VIII. STUDENT EVALUATION:

Teacher made test.
Student will demonstrate proper use and maintenance of equipment.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: I IMPLEMENT INDIVIDUAL HANDLING TECHNIQUES

II. TASK: I-1 HANDLE INDIVIDUAL WITH ORTHOTIC DEVICES

III. INTRODUCTION:

This unit provides an introduction and instruction in the safe use of orthotic devices as it applies to individual limitations. It will include identification of specific orthotic devices.

IV. TASK PERFORMANCE:

Identify common types and components of various types of orthotic devices.
Discuss the assessment of the individuals capability to perform a specific task.
Describe the process for recommending specific orthotic devices for individual.

V. SAFETY REQUIREMENTS:

Apply safety measures according to the type of the orthotic device.

VI. TOOLS & EQUIPMENT:

Lab setting
Various orthotic devices
Speakers from related areas such as physical therapy and orthotic distributors.
Field trips to various facilities
VCR equipment

VII. REFERENCE MATERIALS:

Caldwell, Ester; Hegner, Barbara Nursing Assistant, Delmar Publishers, Albany, NY, 1989.
Schneidman, Rose; Lambert, Susan; Wander, Barbara Being A Nursing Assistant, Brady Co., Englewood Cliffs, NJ, 1991.

VIII. STUDENT EVALUATION:

Lab testing
Diagrams
Objective tests
Roleplaying
Video tapes

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: I IMPLEMENT INDIVIDUAL HANDLING TECHNIQUES

II. TASK: I-2 PERFORM INDIVIDUAL TRANSFERS (REFER TO H-1)

III. INTRODUCTION:

This unit provides instruction in the various types of transfer methods utilizing appropriate equipment and safety measures.

IV. TASK PERFORMANCE:

Demonstrate lifting, holding, and moving an object using proper body mechanics.
Demonstrate transfer of a patient to and from wheelchair/geri-chair.
Identify precautions used in chair transfers.
Identify various types of patient transfer equipment.
Discuss various types of orthotic devices used in individual transfers.

V. SAFETY REQUIREMENTS:

Apply safety measures according to the type of equipment requirement.

VI. TOOLS & EQUIPMENT:

Lab setting
Wheelchair
Geri-chair
Recliner
Walker
Various orthotic devices
VCR

VII. REFERENCE MATERIALS:

Caldwell, Ester; Hegner, Barbara Nursing Assistant, Delmar Publishers, Albany, NY, 1989.
Schneidman, Rose; Lambert, Susan; Wander, Barbara Being A Nursing Assistant, Brady Co., Englewood Cliffs, NJ, 1991.

VIII. STUDENT EVALUATION:

Lab testing
Diagrams
Objective tests
Roleplaying
Video tapes

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: I IMPLEMENT INDIVIDUAL HANDLING TECHNIQUES

II. TASK: I-3 UTILIZE POSITIONING TECHNIQUES

III. INTRODUCTION:

This unit provides instruction in various types of individual positioning techniques utilizing appropriate materials and safety measures.

IV. TASK PERFORMANCE:

Demonstrate assisting the individual to a sitting position.
Demonstrate moving an individual up in bed with and without his/her assistance.
Demonstrate repositioning an individual in a recliner.
Identify the use of various positioning aids.

V. SAFETY REQUIREMENTS:

Apply safety measures according to the type of positioning techniques.

VI. TOOLS & EQUIPMENT:

Lab setting
Recliner
Positioning aids such as trochanter rolls
VCR

VII. REFERENCE MATERIALS:

Caldwell, Ester; Hegner, Barbara Nursing Assistant, Delmar Publishers, Albany, NY, 1989.
Schneidman, Rose; Lambert, Susan; Wander, Barbara Being A Nursing Assistant, Brady Co., Englewood Cliffs, NJ, 1991.

VIII. STUDENT EVALUATION:

Lab testing
Diagrams
Objective tests
Roleplaying
Video tapes

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: I IMPLEMENT INDIVIDUAL HANDLING TECHNIQUES

II. TASK: I-4 AMBULATE INDIVIDUAL

III. INTRODUCTION:

This unit provides instruction on the various techniques utilized in ambulating residents using appropriate equipment and safety measures.

IV. TASK PERFORMANCE:

Demonstrate ambulating an individual with various disabilities with one assist.
Demonstrate ambulating an individual with various disabilities with two assists.
Demonstrate ambulating an individual with various assistive devices (i.e. walker, cane, crutches...).
Demonstrate utilizing techniques in providing assistance for individuals in falling while ambulating.

V. SAFETY REQUIREMENTS:

Apply care techniques of the falling individual.

VI. TOOLS & EQUIPMENT:

Lab setting
Cane
Walker
Crutches
VCR

VII. REFERENCE MATERIALS:

Caldwell, Ester; Hegner, Barbara Nursing Assistant, Delmar Publishers, Albany, NY, 1989.
Schneidman, Rose; Lambert, Susan; Wander, Barbara Being A Nursing Assistant, Brady Co., Englewood Cliffs, NJ, 1991.

VIII. STUDENT EVALUATION:

Lab testing
Objective tests
Roleplaying
Video tapes

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: J OPERATE SPECIAL NEEDS EQUIPMENT

II. TASK: J-1 UTILIZE SENSORY/PERCEPTUAL DEVICES
J-2 UTILIZE ADAPTIVE DEVICES/TECHNIQUES

III. INTRODUCTION:

This unit provides information and instruction on the identification and use of Sensory/Perceptual devices and adaptive devices/techniques.

IV. TASK PERFORMANCE:

Identify sensory/perceptual devices such as hearing and sight aids.
Consult with eye and ear specialists in use of adaptive devices.
Consult with licensed nurse, physical, occupational and/or speech therapists in use of adaptive devices for eating, writing, speech and activities of daily living tools/equipment.
Identify adaptive devices such as hand/arm/leg/foot slings/guards.
Identify implement use of different techniques for individual needs in above stated areas.

V. SAFETY REQUIREMENTS:

Check/consult with other health care professionals in determining individual needs/use of adaptive devices, equipment and techniques.

VI. TOOLS & EQUIPMENT:

Samples of commonly used devices used in facility.

VII. REFERENCE MATERIALS:

Roleplay, using devices
Classroom speakers: Physical Therapist, Speech Therapist, Occupational Therapist, Eye & Ear Specialists
Handouts (from speakers)
Audio & visual aids

VIII. STUDENT EVALUATION:

Teacher made test
Resident profile/care study

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: J OPERATE SPECIAL NEEDS EQUIPMENT

II. TASK: J-3 UTILIZE WHEEL CHAIR
J-4 UTILIZE AMBULATING DEVICES
J-5 UTILIZE LIFTS

III. INTRODUCTION:

This unit will provide the student with information and instruction in the following areas: utilization of wheel chairs, ambulating devices and lifts according to facility policy.

IV. TASK PERFORMANCE:

Identify and establish safe practice in the use of devices.
Consult with other professionals in special needs use of devices/equipment.

V. SAFETY REQUIREMENTS:

Participate in proper body mechanics for both self and individual through instruction from other health professionals such as physical and/or occupational therapist, registered nurse or physician.

VI. TOOLS & EQUIPMENT:

Sample of equipment/devices discussed
Handouts
Catalogs

VII. REFERENCE MATERIALS:

Video
Speakers: Physical and/or Occupational Therapist(s), Physician, Registered Nurse

VIII. STUDENT EVALUATION:

Roleplaying using devices/equipment
Teacher made test
Resident profile/case study

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: K IMPLEMENT SPECIAL THERAPEUTIC MODALITIES

II. TASK: K-1 INITIATE LEISURE TIME ACTIVITIES

III. INTRODUCTION:

In this unit, leisure time activity will be defined. The variety of activities will be discussed. The method for planning and implementing leisure activities will be explored.

IV. TASK PERFORMANCE:

Define leisure time activities.
List variety of leisure time activities.
Plan and implement leisure time activities.
Differentiate Therapy vs. Therapeutic.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Activity supplies

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Teacher made test
A project consisting of planning and implementing one leisure activity.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: K IMPLEMENT SPECIAL THERAPEUTIC MODALITIES

II. TASK: K-2 UTILIZE MOTIVATIONAL TECHNIQUES

III. INTRODUCTION:

In this unit, theories of motivation will be explored. The use of these theories in practice will be demonstrated. The student will understand when motivational therapies are useful.

IV. TASK PERFORMANCE:

Identify and discuss basic theories of motivation.
Decide how and when to incorporate motivational therapies into activity plans.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Teacher made test on theory.
Student project in which activity plan demonstrates use of motivational therapies.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: K IMPLEMENT SPECIAL THERAPEUTIC MODALITIES

II. TASK: K-3 UTILIZE ELEMENTS OF EXPRESSIVE ARTS THERAPIES

III. INTRODUCTION:

In this unit the student will become acquainted with the theory of expressive arts. The uses of this modality will be explored. Practice in various expressive arts therapies will be given.

IV. TASK PERFORMANCE:

Describe theory and purposes of therapeutic techniques in expressive arts.
Identify when such therapy is appropriate.
Demonstrate expressive art therapy techniques.

V. SAFETY REQUIREMENTS:

Wear appropriate clothing & footwear.
Have clear, open space.

VI. TOOLS & EQUIPMENT:

Music & movement
Art supplies
Day room
Clay molding
Craft supplies
Other equipment necessary for specific therapeutic programming.
Drama

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Demonstration of techniques.
Teacher made test identifying theory and uses.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: K IMPLEMENT SPECIAL THERAPEUTIC MODALITIES

II. TASK: K-4 UTILIZE REALITY ORIENTATION

III. INTRODUCTION:

In this unit, the concept of reality orientation will be explored and explained. Appropriate situational usage and techniques will be demonstrated.

IV. TASK PERFORMANCE:

Define reality orientation.
Discuss appropriate usage of the technique (situations).
Outline the process (technique) of reality orientation.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Calendar
Clock
Pictures

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Case study of proper usage
Teacher made test

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: K IMPLEMENT SPECIAL THERAPEUTIC MODALITIES

II. TASK: K-5 UTILIZE VALIDATION TECHNIQUES

III. INTRODUCTION:

In this unit, the student will become familiar with validation techniques as a way to communicate with select populations.

IV. TASK PERFORMANCE:

Describe validation techniques.
Identify situations in which this therapy is useful.
Document usage and rationale for this therapy.
Organize therapeutic validation group and initiate interaction of residents.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Refreshments to be served by the "hostess" of validation group.

VII. REFERENCE MATERIALS:

Validation therapy - Naomi Feil

VIII. STUDENT EVALUATION:

Project in which student identifies individual for which validation therapeutic is appropriate. Writes it into care plan and puts it into practice.
Teacher made test

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: L MANAGE BEHAVIOR

II. TASK: L-1 REDIRECT CONFUSED INDIVIDUAL

III. INTRODUCTION:

This unit will focus on the behavior management of the con fused individual and causes.

IV. TASK PERFORMANCE:

Identify causes of confusion in the elderly.
Describe behavior of confused elderly person.
Perform techniques for managing described behavior.
Utilize redirective and substitutive techniques.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Freeman, Sally Activities And Approaches for Alzheimers, Whitefield Agency, 1987.
Hegner, B and Caldwell, E. Geriatrics Delmar, 1991.
Muliken, Mary E. Understanding Human Behavior Delmar, 1981.

VIII. STUDENT EVALUATION:

Student demonstration of redirective and diversional techniques.
Teacher made test

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: L MANAGE BEHAVIOR

II. TASK: L-2 DIVERT COMBATIVE BEHAVIOR

III. INTRODUCTION:

This unit will focus on causes and intervention with respect to combative behavior.

IV. TASK PERFORMANCE:

Define combative behavior; anxiety.
Identify signs of increasing anxiety.
Demonstrate "holding" techniques.
Outline process for handling combative behavior.
Fill out incident report.
Identify when to notify APS. (Adult Protective Services)
Discuss use of diversion to reduce combative behavior.

V. SAFETY REQUIREMENTS:

Appropriate clothing

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Maine Reporting Law Manual: APS
Milliken, Mary E. Understanding Human Behavior Delmar, NY, 1981.
Adult Protective Services

VIII. STUDENT EVALUATION:

Teacher made test

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: L MANAGE BEHAVIOR

II. TASK: L-3 RECOMMEND COPING TECHNIQUES

III. INTRODUCTION:

This unit focuses on assisting residents to develop ways of handling uncomfortable or excessively stressful situations. The student will learn techniques to assist individuals in dealing with adjustment, roommate problems and other upsetting situations.

IV. TASK PERFORMANCE:

Identify the role of individual care team in care planning for difficult situations.
Demonstrate and teach stress reduction techniques.
Analyze a problem situation and recommend coping behaviors.
Define: coping behavior, stress, therapeutic diversion, relaxation techniques.
Evaluate effectiveness of coping behaviors.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Mant training
Milliken, Mary E. Understanding Human Behavior Delmar Publishing, NY, 1981 p. 177-192.

VIII. STUDENT EVALUATION:

Teacher made test
Demonstration by student through case study.
Demonstration of stress reducing methods.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: L MANAGE BEHAVIOR

II. TASK: L-4 UNDERSTANDING SUBSTANCE ABUSE

III. INTRODUCTION:

This unit will provide instruction in identifying behaviors associated with substance abuse as related to the individual. Study will include types of substance abuse and related treatments.

IV. TASK PERFORMANCE:

Identify types of substance abuse.
Identify behavior patterns associated with specific types of substance abuse.
Discuss the affect of substances on the elderly population
Discuss treatment available for substance dependent persons.
Discuss problems associated with treatment of the elderly population.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VCR equipment
Sample case studies
Lab setting

VII. REFERENCE MATERIALS:

Hegner, Barbara; Caldwell, Esther Geriatrics, Delmar Publishers, Albany, NY 1991.

VIII. STUDENT EVALUATION:

Objective tests
Analysis of written case studies
Analysis of roleplaying situations

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: L MANAGE BEHAVIOR

II. TASK: L-5 ADDRESS SEXUALITY ISSUES

III. INTRODUCTION:

This unit will address sexuality issues and give the student a greater awareness and better understanding of human sexual expression, human sexuality and aging; and sexual expression in the extended care facility.

IV. TASK PERFORMANCE:

Differentiate between sensuality and sexuality.
Define terms related to human sexual expression.
Discuss human sexuality in senescence.
Identify therapeutic actions as they apply to expression of sexuality.

V. SAFETY REQUIREMENTS:

Identify appropriate equipment, cautions and procedures relating to human sexuality.

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

State & Federal "Resident Rights Section" - Regulations
Hegner, Barbara; Caldwell, Esther Geriatrics Delmar Publishers

VIII. STUDENT EVALUATION:

Roleplaying
Teacher made test
Resident profile/case study

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: M SUPPORT NUTRITIONAL REQUIREMENTS

II. TASK: M-1 SUPPORT DOCTOR'S ORDERS

III. INTRODUCTION:

This unit provides instruction in the support necessary to carry out doctor's orders as they relate to the nutritional requirements of individuals.

IV. TASK PERFORMANCE:

Interpret the doctor's order with the aid of appropriate person - i.e. dietitian or licensed nurse.
Be familiar with common dietary restrictions routinely used with individuals.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Resource on dietary regimes for residents
Registered dietitian
Handouts

VIII. STUDENT EVALUATION:

Teacher written test/exam

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: M SUPPORT NUTRITIONAL REQUIREMENTS

II. TASK: M-2 PRACTICE HYGIENIC/SANITARY METHODS

III. INTRODUCTION:

The student will learn to practice hygienic/sanitary methods when providing individual's and groups with nutrition.

IV. TASK PERFORMANCE:

List infection control principles that apply to the handling of food and drinks.
Demonstrate proper handling of food and drinks.
Describe a sanitary area for food storage.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Cups, glasses, pre-packaged foods, plastic gloves.

VII. REFERENCE MATERIALS:

Infection control reference which covers food handling.
Handouts
Registered dietitian

VIII. STUDENT EVALUATION:

Pen/paper test
Demonstration of food handling/roleplaying

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: M SUPPORT NUTRITIONAL REQUIREMENTS

II. TASK: M-3 OBSERVE INDIVIDUAL DIET RESTRICTIONS

III. INTRODUCTION:

This unit assists the student in the methods necessary to observe residents diet restrictions.

IV. TASK PERFORMANCE:

List foods that are allowable and not allowable for certain dietary restrictions.
Exchange appropriate substitutes on restricted diets with assistance of appropriate person(s) i.e. registered dietitian or licensed nurse.
Recognize that all residents may not be familiar with his/her diet restriction.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Diet reference
Registered dietitian
Handouts

VIII. STUDENT EVALUATION:

Pen/paper test
Roleplaying

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: M SUPPORT NUTRITIONAL REQUIREMENTS

II. TASK: M-4 ACCOMMODATE INDIVIDUAL DIETARY NEEDS

III. INTRODUCTION:

This unit provides instruction in how to accommodate individual dietary needs.

IV. TASK PERFORMANCE:

List foods that are allowable and not allowable for certain dietary restrictions.
Exchange appropriate substitutes on restricted diets with assistance of appropriate person(s) i.e. registered dietitian or licensed nurse.
Recognize that all residents may not be familiar with his/her diet restriction.
Recognize individual cultural needs.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Diet reference
Registered dietitian
Handouts

VIII. STUDENT EVALUATION:

Pen/paper test
Roleplaying

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: M SUPPORT NUTRITIONAL REQUIREMENTS

II. TASK: M-5 MONITOR FOOD/BEVERAGE INTAKE

III. INTRODUCTION:

This unit provides instruction in accounting for the intake of beverages and food amounts.

IV. TASK PERFORMANCE:

Calculate the number of CCs in a beverage container.
Estimate the percentage of food eaten by an individual.
Plan fluids for an individual who has a fluid restriction.
Report to appropriate person(s).

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Container amount for facility glassware.

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Pen/paper test
Demonstration of meal calculation

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: N ADDRESS RESIDENT/CLIENT RIGHTS (31 BY FEDERAL REGULATIONS)

II. TASK: N-1 COMPLY WITH FEDERAL/STATE REGULATIONS
N-2 INFORM INDIVIDUALS OF RIGHTS
N-3 ENFORCE RESIDENT RIGHTS

III. INTRODUCTION:

This unit will provide identification, interpretation and implementation of State & Federal Regulations. The student will be familiar with techniques of informing and enforcing individual rights. The student will be able to identify support groups.

IV. TASK PERFORMANCE:

Interpret State & Federal Regulations of residents rights.
Inform others (residents, staff and other interested parties) of residents rights.
Enforce, follow-up individual rights/complaints to the appropriate person/organization.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Federal Register Guidelines
State & Federal Regulations
Activities - Social Service Sections of State & Federal Guidelines
American Health Care Assoc. The Long Term Care Survey

VII. REFERENCE MATERIALS:

Federal Register Guidelines
State & Federal Regulations
Activities - Social Service Sections
American Health Care Assoc. The Long Term Care Survey
Audio/visual aids
Ombudsman, Social Service Worker, Administrator Resident, Family Member
Individual Rights Booklet
Individual Rights Beano Game

VIII. STUDENT EVALUATION:

Teacher made test
Resident profile/case study
Group discussion/roleplay

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: N ADDRESS RESIDENT/CLIENT RIGHTS (31 BY FEDERAL REGULATIONS)

II. TASK: N-4 PROVIDE OPPORTUNITIES FOR AN INDIVIDUAL TO EXERCISE CHOICES

III. INTRODUCTION:

This unit will address the methods/techniques for providing opportunities for individual to exercise choices in activity programming.

IV. TASK PERFORMANCE:

Establish and initiate alternative programming for individual's needs; according to past and present physical and mental status.
Counsel, advise and recommend individual in areas of interest - old or new.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Books, radios, talking book machines, craft/art supplies, sensory stimulation items, etc.

VII. REFERENCE MATERIALS:

Wake-Up by Pam. T. Saunders, M & H Publishing Co. Inc., P.O. Box 268, La Grange, TX 78945-0268.
Activities & Approaches for Alzheimer's (text) P.O. Box 1817, St. Simons Island, GA 31522.
Audio/visual aids

VIII. STUDENT EVALUATION:

Teacher made quiz
Roleplaying
Resident profile/case study

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: O ESTABLISH/MAINTAIN COMMUNITY RELATIONS

II. TASK: O-1 COORDINATE VOLUNTEER SERVICES

III. INTRODUCTION:

This unit discusses how to plan, establish and coordinate a volunteer program and how to evaluate the programs' success and provide recognition for volunteer achievement.

IV. TASK PERFORMANCE:

Evaluate the need for volunteer services.
Coordinate with departments which may require volunteer services.
Develop job description for volunteer tasks.
Cite sources and techniques in locating potential volunteers.
Conduct an interview with a potential volunteer.
Train the volunteer about general facility policies and procedures which will effect the volunteer.
Arrange specific task education for the volunteer.
Identify the importance of using good supervision skills with volunteers.
Develop a variety of ways to recognize volunteer achievements and to award them.
Perform on-going evaluations of the volunteer program.
Identify volunteer organizations for professional support/development.

V. SAFETY REQUIREMENTS:

Provide supervision

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

"Thank You For Shaking My Hand"
American Volunteer Association
Center for Voluntary Action -233 Oxford St., Portland

VIII. STUDENT EVALUATION:

Roleplay an interview
Create a job description
Objective testing

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: O ESTABLISH/MAINTAIN COMMUNITY RELATIONS

II. TASK: O-2 ORGANIZE FUND RAISING ACTIVITIES

III. INTRODUCTION:

At the completion of this unit, the student will be able to conduct a variety of fund-raising events in accordance with state and local regulations.

IV. TASK PERFORMANCE:

Identify the steps in planning and conducting a fund raiser.
Identify the types of fund-raisers.
Design a fund-raiser for your facility.
Analyze the various markets and how to address different needs.
List the techniques/steps for fund raising.
Identify existence of state and local laws affecting a variety of aspects of fund raising.
Identify available moneys for private sector/foundations Research and demonstration grant funds, individual donors. Develop contact with organizations willing to fund raise for facility. (Government grants, etc.)

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Designing a plan for a facility fundraiser.
Objective testing.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: O ESTABLISH/MAINTAIN COMMUNITY RELATIONS

II. TASK: O-3 WRITE CORRESPONDENCE/ACKNOWLEDGEMENTS

III. INTRODUCTION:

This unit provides instruction in the correct profile of correspondence.

IV. TASK PERFORMANCE:

Set up a letter correctly: including date, address, salutation body and closing.
Identify occasions which require a letter for good etiquette and public relations.
Write the bodies of letters expressing thanks, sympathy and requesting donations.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

English textbook

VIII. STUDENT EVALUATION:

Objective testing
Write sample letters for a variety of needs.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: O ESTABLISH/MAINTAIN COMMUNITY RELATIONS

II. TASK: O-4 INITIATE PUBLIC RELATIONS
O-5 ESTABLISH MEDIA CONTACTS

III. INTRODUCTION:

This unit will address the history and importance of the activities profession and the continuum of care. This unit provides instruction in relating the nursing home story and history to the general community and media. This unit will also establish the purpose and procedures for public relations.

IV. TASK PERFORMANCE:

Identify and discuss the various markets related to a nursing home related to public relations.
Discuss the positive aspects to the facility by telling your story to the community.
Discuss methods/techniques of contacting community groups/organizations and media.
Initiate a contact to a community group/organization or media.
Identify and understand the need and importance of institutional versus home care and whole continuum of care.
Define importance of purpose and procedures for public relations.
Identify the history of the activities profession.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Local telephone/city directory: (for references to radio, TV, newspaper and civic groups/organization groups).
Community leaders.
Local and state government representatives.
Speakers from list above to come into the facility.

VIII. STUDENT EVALUATION:

Arranging an activity related program through a local group/club or individual media contact.
Teacher made quiz.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: O ESTABLISH/MAINTAIN COMMUNITY RELATIONS

II. TASK: O-6 DISSEMINATE INFORMATION

III. INTRODUCTION:

The student will be able to identify the information that is important to share with an audience and how to best present it to the public.

IV. TASK PERFORMANCE:

Identify the purpose/scope of a news release, an ad, a public service announcement, press conference, newsletter, direct mailing.
Demonstrate how to write each of the types of communication.
Discuss that each media organization has its own requirements for accepting information.
Identify the targeted audience.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Write one of the types of communiques for a nursing home event.
Test

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: O ESTABLISH/MAINTAIN COMMUNITY RELATIONS

II. TASK: O-7 WRITE NEWSLETTER

III. INTRODUCTION:

The student will be able to organize and disseminate a facility newsletter to relate general and specific items of interest and education to residents, staff, visitors and the general public. Content and layout of successful newsletters will be discussed.

IV. TASK PERFORMANCE:

Write a news release using the 5 W's (who, what, when, where, and why).
Discuss the purpose/scope of a newsletter.
Discuss layout, type set, graphics use for increased readability.
Identify a process/procedure for evaluating vendors to prepare newsletter.
Define the types of columns that may be included (i.e.: obituaries, welcomes, general news, work games, etc.)

V. SAFETY REQUIREMENTS:

Discuss with supervisors the facility policy for disseminating information, residents rights.

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Share copies of facility newsletters in class.
Written test
Design a newsletter.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: O ESTABLISH/MAINTAIN COMMUNITY RELATIONS

II. TASK: O-8 ENCOURAGE FAMILY PARTICIPATION

III. INTRODUCTION:

The student will study the role of the family in individual involvement and adjustment. The family is a key in promoting public relations.

IV. TASK PERFORMANCE:

Identify the importance of family contacts for the psychosocial health of residents.
Define the importance of family contacts as nursing home "customer" and a public relations disseminator.
List types of activities that appeal to family involvement.
Implement fund raising and volunteer projects using family involvement.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Design an activity for individual/family participation.
Written test.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: P PERFORM RECORDKEEPING FUNCTIONS

II. TASK: P-1 MAINTAIN DEPARTMENT POLICIES & PROCEDURES

III. INTRODUCTION:

This unit will cover the definition, writing, and implementation of policies and procedures.

IV. TASK PERFORMANCE:

Define the terms: policy and procedure.
List component parts of a policy and procedure.
Differentiate between policy and procedure.
Write policies and procedures.
Implement policies and procedures.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

Policy and procedure book that applies to facility.

VIII. STUDENT EVALUATION:

Project of writing policies and procedures on select topics.
Teacher made test on terms differentiation and implementation.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: P PERFORM RECORDKEEPING FUNCTIONS

II. TASK: P-2 MAINTAIN TIME SCHEDULES

III. INTRODUCTION:

This unit will address the generation and maintenance of time schedules. Relevant labor laws which impact employee work practices will be reviewed.

IV. TASK PERFORMANCE:

Write a time schedule.
Identify impact of labor laws on time planning.
Comply with state and federal regulations for activity programming while staying within budgetary limits of facility.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Time schedule forms

VII. REFERENCE MATERIALS:

State labor laws

VIII. STUDENT EVALUATION:

Project in which student generates a time schedule using component information.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: P PERFORM RECORDKEEPING FUNCTIONS

II. TASK: P-3 MAINTAIN INDIVIDUAL PARTICIPATION RECORDS

III. INTRODUCTION:

This unit will cover individual participation records.

IV. TASK PERFORMANCE:

Document individual participation on appropriate records in chart.
Identify essential components of individual participation record.
Discuss legal issues of recording in charts and confidentiality.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Project of documenting activity participation for several residents.
Teacher made test on legal issues of charting and components of individual participation records.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: P PERFORM RECORDKEEPING FUNCTIONS

II. TASK: P-4 DOCUMENT COMPLIANCE WITH STATE & FEDERAL REGULATIONS

III. INTRODUCTION:

This unit will introduce student to state and federal requirements for activity programming recordkeeping. Records must be kept in a manner to demonstrate compliance with state and federal regulations. Further, the student will be taught the format for state/federal survey reports and how to generate a plan of correction.

IV. TASK PERFORMANCE:

Complete recordkeeping tasks in accord with state and federal requirements.
Demonstrate understanding of state/federal reporting format.
Generate a plan of correction for activity deficiency.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

OBRA manual
State regulations for ICF/SNF

VIII. STUDENT EVALUATION:

Evaluating a state report and writing plan of correction: student project.
Teacher made test.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: P PERFORM RECORDKEEPING FUNCTIONS

II. TASK: P-5 WRITING REPORTS

III. INTRODUCTION:

This unit will provide instruction in writing basic reports.

IV. TASK PERFORMANCE:

Write a meaningful report.
Write a recommendation and defend it.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Student project of writing a report.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: P PERFORM RECORDKEEPING FUNCTIONS

II. TASK: P-6 IMPLEMENT QUALITY ASSURANCE/IMPROVEMENT

III. INTRODUCTION:

The student will learn about the process and systems of ongoing quality assurance/improvement.

IV. TASK PERFORMANCE:

Define the concept of quality assurance.
Relate the concept of quality assurance to role of activity department.
Outline process for quality assurance activities.
Identify appropriate areas of study.
Interpret data from studies.
Establish a process for organizational change.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

VII. REFERENCE MATERIALS:

JCAH: Manual of Quality Assurance
EQUALS: Quality Assurance

VIII. STUDENT EVALUATION:

Teacher made test
Student project conducting a QA study and making recommendations.

TASK PERFORMANCE GUIDE

Activities Coordinator

I. DUTY: P PERFORM RECORDKEEPING FUNCTIONS

II. TASK: P-7 CONDUCT INVENTORY CONTROL

III. INTRODUCTION:

The student will be taught basic inventory control in this unit.

IV. TASK PERFORMANCE:

Perform an inventory of supplies.
Explain principles and importance of inventory control.

V. SAFETY REQUIREMENTS:

VI. TOOLS & EQUIPMENT:

Inventory of supplies
Inventory control book

VII. REFERENCE MATERIALS:

VIII. STUDENT EVALUATION:

Teacher made test on importance and principles.
Student demonstration of inventory taking.

STUDENT COMPETENCY PROFILE

Program Title_____ Date Completed_____

Student's
Name_____

RATING SCALE: 3 Mastered - Works Independently
2 Limited Skill - Requires assistance to perform task
1 Skill Undeveloped - Received instruction but has not developed skill
0 No Exposure - No instruction or training in this area

DIRECTIONS: Evaluate the student by circling the appropriate number to indicate the degree of competency reached. Rate each task to reflect employability readiness.

NOTE: (TBD) = These units are to be developed
* = Entry level task

A. EXAMINE EFFECTS OF LIFE CYCLE ISSUES

A-1*	Study/Observe Aging Process	3 2 1 0
A-2*	Address Stereotypes/Myths	3 2 1 0
A-3*	Address Individuals Past History/Environment	3 2 1 0
A-4*	Address Cultural/Ethnic Influences	3 2 1 0
A-5*	Address Human Sexuality	3 2 1 0
A-6*	Address Coping With Institutionalization	3 2 1 0

B. IDENTIFY DISEASE PROCESSES

B-1*	Identify Various Diseases	3 2 1 0
B-2	Review Diagnosis	3 2 1 0
B-3*	Address Effects Of Medications	3 2 1 0
B-4*	Observe Individual Resident Precautions	3 2 1 0
B-5*	Observe Individual & Staff Precautions	3 2 1 0
B-6	Monitor Disease Progression	3 2 1 0
B-7	Chart Disease Progression	3 2 1 0

C. ADDRESS DEATH & DYING ISSUES

C-1*	Identify Five Stages Of Dying	3 2 1 0
C-2*	Identify Legal & Moral Issues	3 2 1 0
C-3	Communicate Legal & Moral Issues	3 2 1 0
C-4*	Identify Support Groups	3 2 1 0
C-5	Utilize Support Groups	3 2 1 0

D. ESTABLISH/MAINTAIN INTERDEPARTMENTAL COORDINATION & COMMUNICATION

D-1*	Recognize Individual Department Roles	3 2 1 0
D-2	Plan/Participate In Meetings	3 2 1 0
D-3	Conduct/Participate In In-Service Training	3 2 1 0
D-4*	Utilize Bulletin Boards/Notices	3 2 1 0

E. PROVIDE SUPERVISION

E-1*	Comply With State/Federal Regulation	3 2 1 0
E-2*	Develop Department Policies/Procedure	3 2 1 0
E-3*	Recruit Staff	3 2 1 0
E-4	Orient Personnel	3 2 1 0
E-5	Train Personnel	3 2 1 0
E-6*	Prepare Schedules	3 2 1 0
E-7	Manage Budgets	3 2 1 0
E-8*	Purchase Equipment/Supplies/Materials	3 2 1 0
E-9*	Assign Duties	3 2 1 0
E-10*	Enforce Facility Policies/Procedures	3 2 1 0
E-11*	Manage Time	3 2 1 0
E-12*	Delegate Responsibility	3 2 1 0
E-13	Evaluate Personnel	3 2 1 0
E-14	Provide Staff Development/Education	3 2 1 0
E-15*	Participate in Professional Organizations	3 2 1 0

F. DEVELOP CARE PLANS

F-1*	Comply With Federal/State Regulations	3 2 1 0
F-2*	Conduct Chart Reviews	3 2 1 0
F-3*	Conduct Assessments	3 2 1 0
F-4*	Write Care Plan	3 2 1 0
F-5*	Participate In Multi-Disciplinary Meetings	3 2 1 0
F-6*	Document Individual Progress	3 2 1 0

G. DEVELOP & IMPLEMENT ACTIVITY PROGRAMS

G-1*	Utilize Resources	3 2 1 0
G-2*	Develop Psychosocial Programs	3 2 1 0
G-3*	Develop Spiritual Programs	3 2 1 0
G-4*	Develop Physical Programs	3 2 1 0
G-5*	Develop Intellectual Program	3 2 1 0
G-6*	Provide Group Programs	3 2 1 0
G-7*	Provide Individual Programs	3 2 1 0
G-8*	Recognize/Celebrate Holidays & Spec. Occasions	3 2 1 0
G-9*	Provide For Community Outings	3 2 1 0
G-10*	Develop/Distribute Calendars	3 2 1 0

H. PERFORM SAFETY FUNCTIONS

H-1*	Practice Correct Body Mechanics	3 2 1 0
H-2*	Practice Infection Control	3 2 1 0
H-3*	Utilize Hygienic Practices	3 2 1 0
H-4*	Practice Fire Safety Procedures	3 2 1 0
H-5*	Utilize Fire Safety Equipment/Materials	3 2 1 0
H-6*	Identify Hazardous Materials	3 2 1 0
H-7*	Handle Hazardous Materials	3 2 1 0
H-8*	Perform Basic First Aid	3 2 1 0
H-9	Practice CPR	3 2 1 0
H-10*	Maintain Equipment	3 2 1 0

I.	IMPLEMENT INDIVIDUAL HANDLING TECHNIQUES		
	I-1*	Handle Individual With Orthotic Devices	3 2 1 0
	I-2*	Perform Individual Transfers	3 2 1 0
	I-3*	Utilize Positioning Techniques	3 2 1 0
	I-4*	Ambulate Individual	3 2 1 0
J.	OPERATE SPECIAL NEEDS EQUIPMENT		
	J-1*	Utilize Sensory/Perceptual Devices	3 2 1 0
	J-2*	Utilize Adaptive Devices/Techniques	3 2 1 0
	J-3*	Utilize Wheel Chair	3 2 1 0
	J-4*	Utilize Ambulating Devices	3 2 1 0
	J-5*	Utilize Lifts	3 2 1 0
K.	IMPLEMENT SPECIAL THERAPEUTIC MODALITIES		
	K-1*	Initiate Leisure Time Activities	3 2 1 0
	K-2*	Utilize Motivational Techniques	3 2 1 0
	K-3*	Utilize Elements of Expressive Arts Therapies	3 2 1 0
	K-4*	Utilize Reality Orientation	3 2 1 0
	K-5*	Utilize Validation Techniques	3 2 1 0
L.	MANAGE BEHAVIOR		
	L-1*	Redirect Confused Individual	3 2 1 0
	L-2*	Divert Combative Behavior	3 2 1 0
	L-3*	Recommend Coping Techniques	3 2 1 0
	L-4*	Understand Substance Abuse Individual	3 2 1 0
	L-5*	Address Sexuality Issues	3 2 1 0
M.	SUPPORT NUTRITIONAL REQUIREMENTS		
	M-1*	Support Doctor's Orders	3 2 1 0
	M-2*	Practice Hygienic/Sanitary Methods	3 2 1 0
	M-3*	Observe Individual Diet Restrictions	3 2 1 0
	M-4*	Accommodate Individual Dietary Needs	3 2 1 0
	M-5*	Monitor Food/Beverage Intake	3 2 1 0
N.	ADDRESS RESIDENT/CLIENT RIGHTS (31 BY FED. REGULATIONS)		
	N-1*	Comply With Federal/State Regulations	3 2 1 0
	N-2*	Inform Individual of Rights	3 2 1 0
	N-3*	Enforce Resident Rights	3 2 1 0
	N-4*	Provide Opportunities For An Individual To Exercise Choices	3 2 1 0
O.	ESTABLISH/MAINTAIN COMMUNITY RELATIONS		
	O-1*	Coordinate Volunteer Services	3 2 1 0
	O-2*	Organize Fund-Raising Activities	3 2 1 0
	O-3*	Write Correspondence/Acknowledgements	3 2 1 0
	O-4	Initiate Public Relations	3 2 1 0
	O-5*	Establish Media Contacts	3 2 1 0
	O-6*	Disseminate Information	3 2 1 0
	O-7*	Write Newsletter	3 2 1 0
	O-8*	Encourage Family Participation	3 2 1 0

P. PERFORM RECORDKEEPING FUNCTIONS

P-1*	Maintain Department Policies & Procedures	3 2 1 0
P-2*	Maintain Time Schedules	3 2 1 0
P-3*	Maintain Individual Participation Records	3 2 1 0
P-4*	Document Compliance With State & Fed. Regs.	3 2 1 0
P-5*	Writing Reports	3 2 1 0
P-6*	Implement Quality Assurance/Improvement	3 2 1 0
P-7*	Conduct Inventory Control	3 2 1 0